

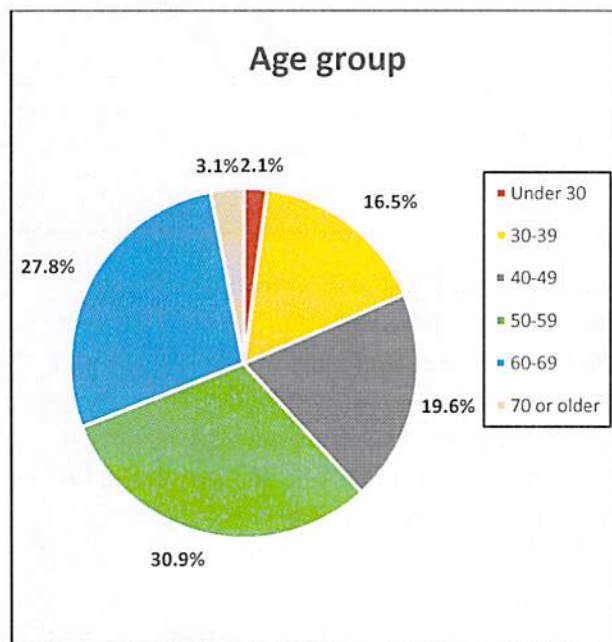
Technology Survey for Faculty

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Recently, the "Faculty Technology Survey" was sent out to College of the Desert (COD) faculty to assist in addressing the technology needs along with developing a training schedule for COD faculty. The following report is a summary of the survey results.

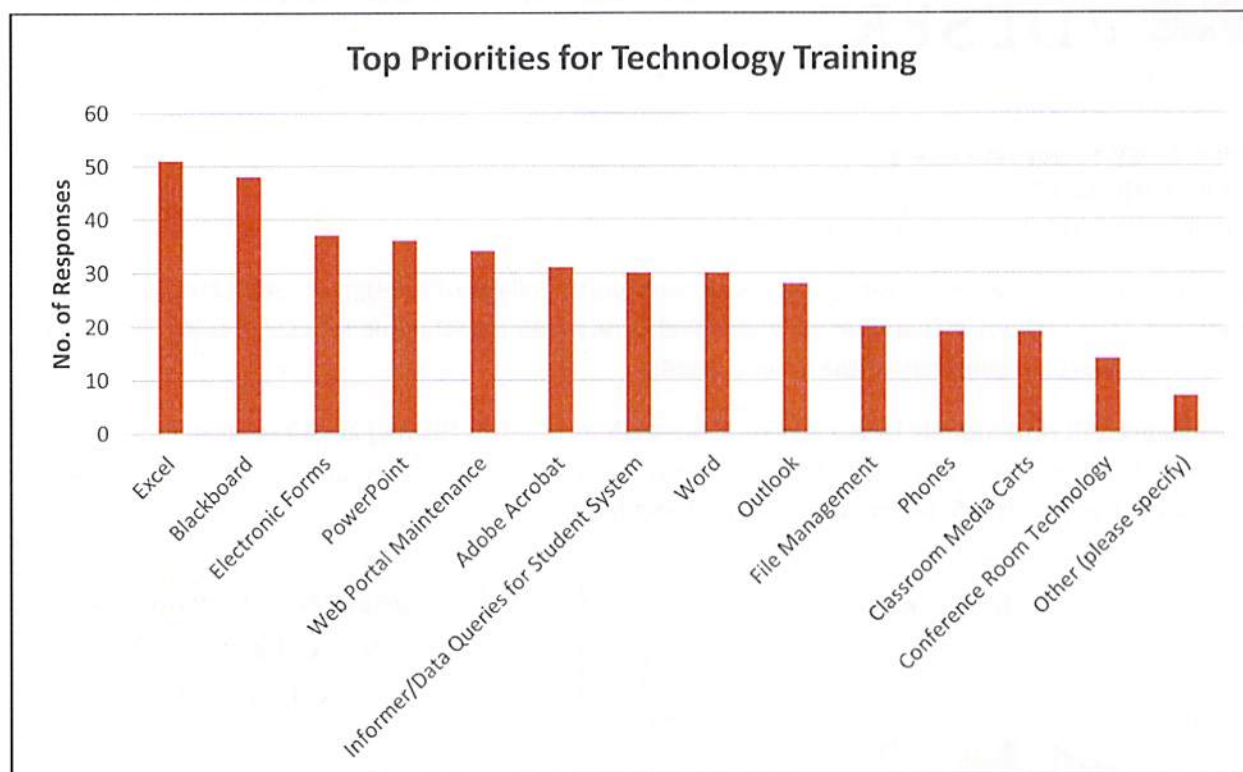
There were 112 respondents to the survey. More than three-fifths (61.8%) are 50 years or older. Also, nearly half (47.9%) have less than 10 years workplace experience in a community or technical college; and nearly two-thirds (65.3%) are part-time/adjunct faculty.



Employment Status	Response Count	Response Percent
Full-time Tenured or Tenure Track	33	34.7%
Part-time/Adjunct	62	65.3%
Skipped Question	17	
Total	95	100.0%

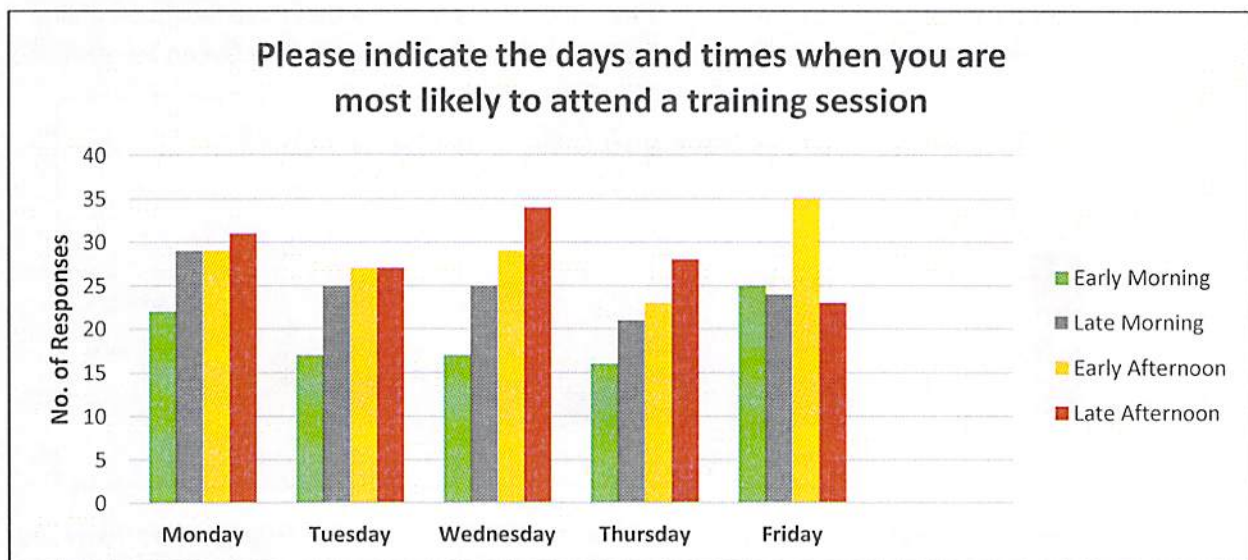
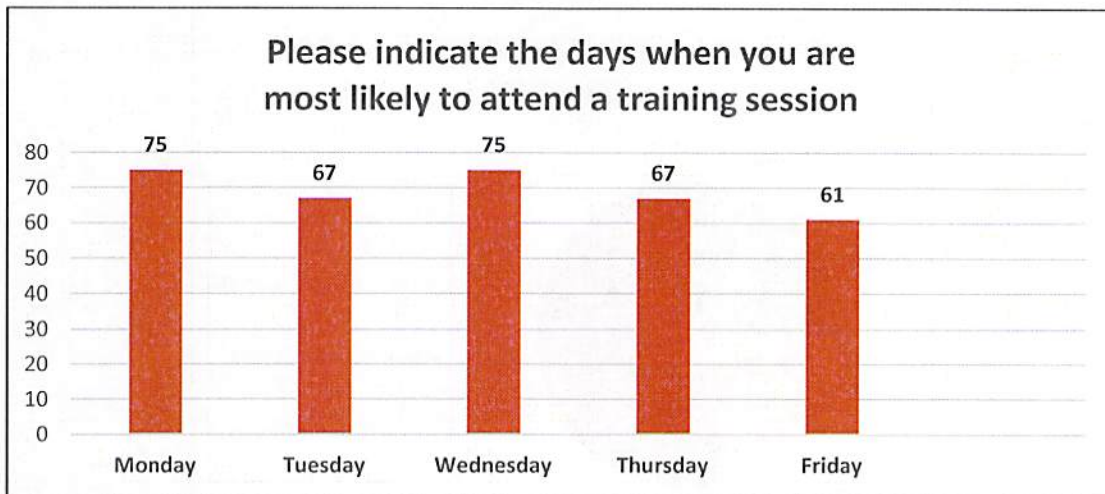
When presented with a list of various technology training topics, respondents listed MS Excel as their top priority. The top five priorities for technology training included *Blackboard*, electronic forms, *PowerPoint*, and "Web/Portal Maintenance".

The following figure lists the various technology training topics that respondents felt were a top priority:



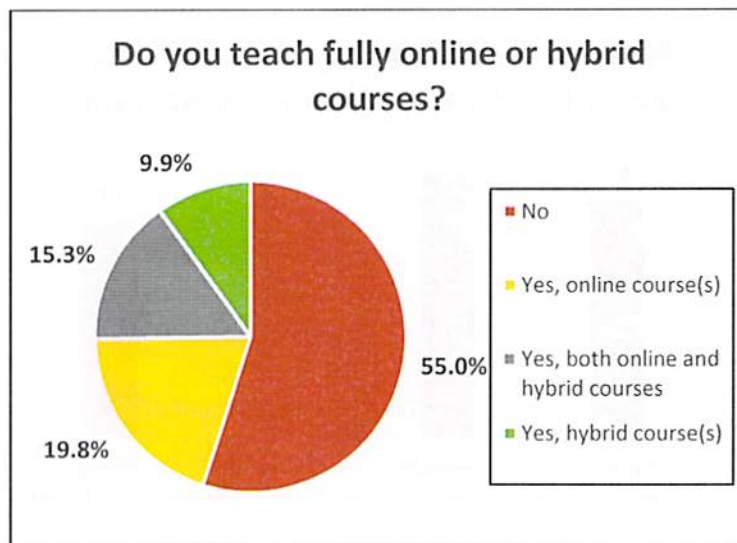
With respect to those that answered "Other" (7 responses), 1 response stated "...make a video with audio of a PowerPoint presentation and upload it on YouTube"; 2 responses stated "...don't have any technology training needs at this time. I teach online and hybrid classes using Blackboard and am very comfortable with the system"; 1 response stated "Creating ePortfolios, WikiSpaces, Prezi, motivating your students with social media, using collaborative tools, incorporating videos, innovative ideas and practices for the classroom"; 1 response stated "only interested if class is fully online"; 1 response for basic program training; and 1 response stating "Pole (sic) everywhere and other learning apps".

When asked the best day/time to conduct training sessions, there was a tie between Monday and Wednesday as the best days; with the late afternoon as being the best time for each of those days. In fact, there was a tie between the late afternoon and the early afternoon as the most chosen time of day for training.

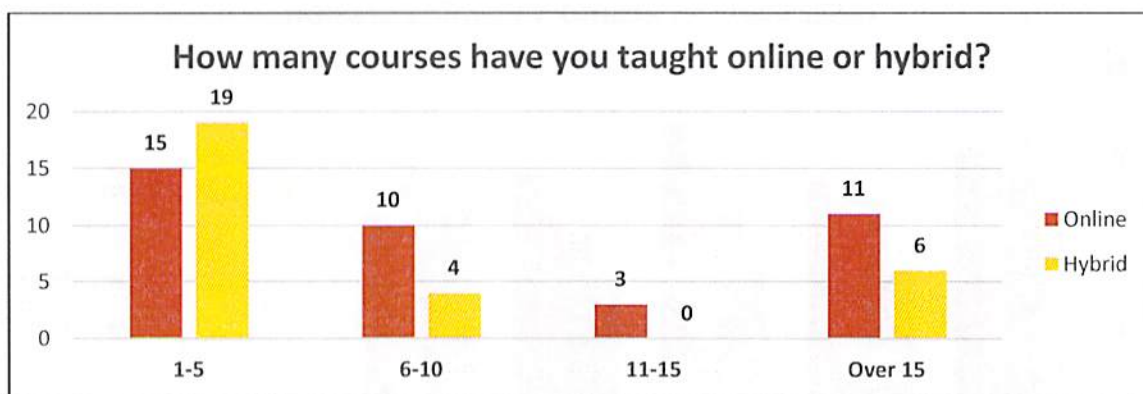


Distance Education

Faculty were presented with several questions regarding distance education (i.e., online/hybrid) courses at COD.



A majority (55.0%) have not taught a fully online or hybrid course. For those that have taught an online or hybrid course, the usual number of courses that a faculty member has taught is between 1-5 courses.

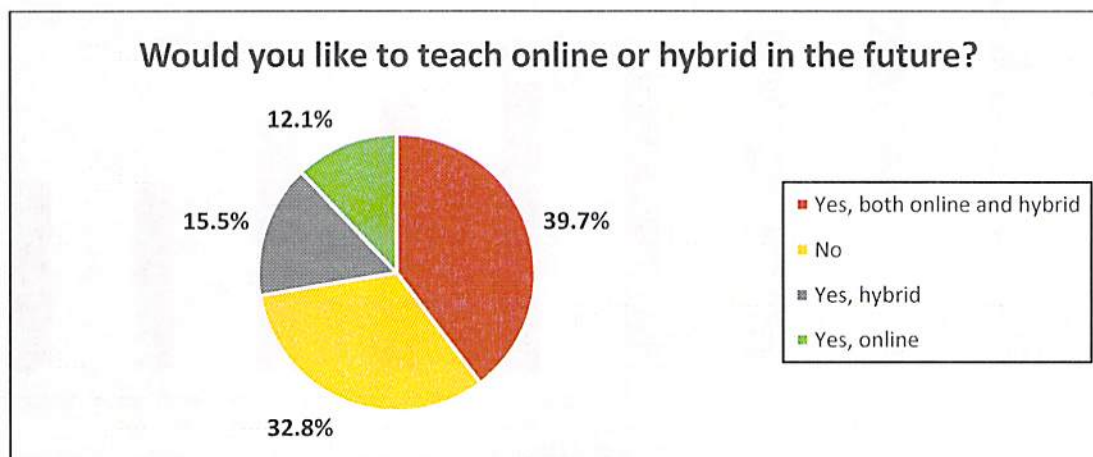


When faculty were asked to answer the open-ended question "What tools do you think would allow you to retain more students in your online courses?", 31 respondents provided answers. Of the 31 responses, 9 responses (29.0%) made mention of the need for "...student orientation to online teaching – so many of my students don't have adequate computer skills". The remaining responses ranged from better communication tools, a fully functional Learning Management System (i.e., Blackboard), adapting more textbooks that integrate Blackboard, etc. Sample responses may be found in **Appendix A (Pg. 12)**.

The following figure lists the top training topics faculty felt would be most successful in online or hybrid courses:

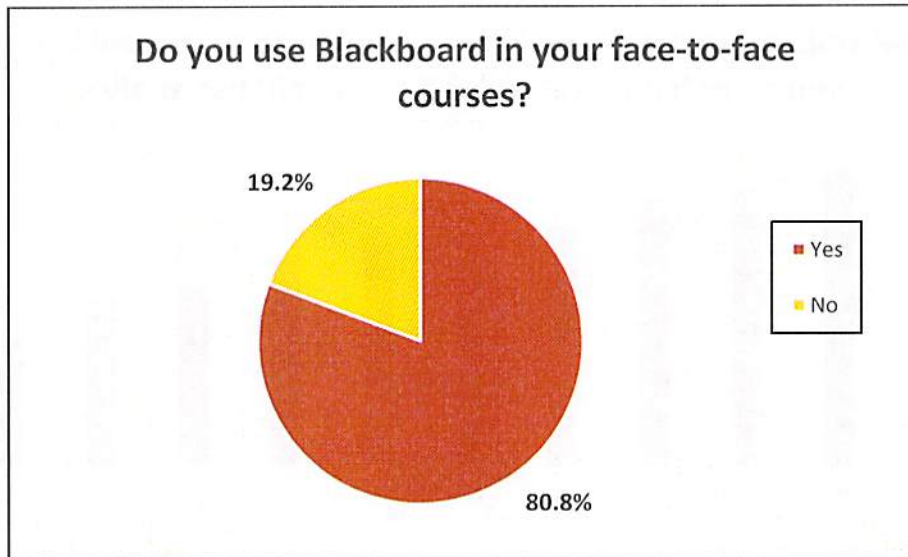


There is interest among COD faculty when it comes to teaching online or hybrid in the future. Of the 58 respondents, 39.7% would like to teach both online and hybrid courses; with 12.1% interested in only teaching hybrid courses, and 15.5% interested in only online courses.

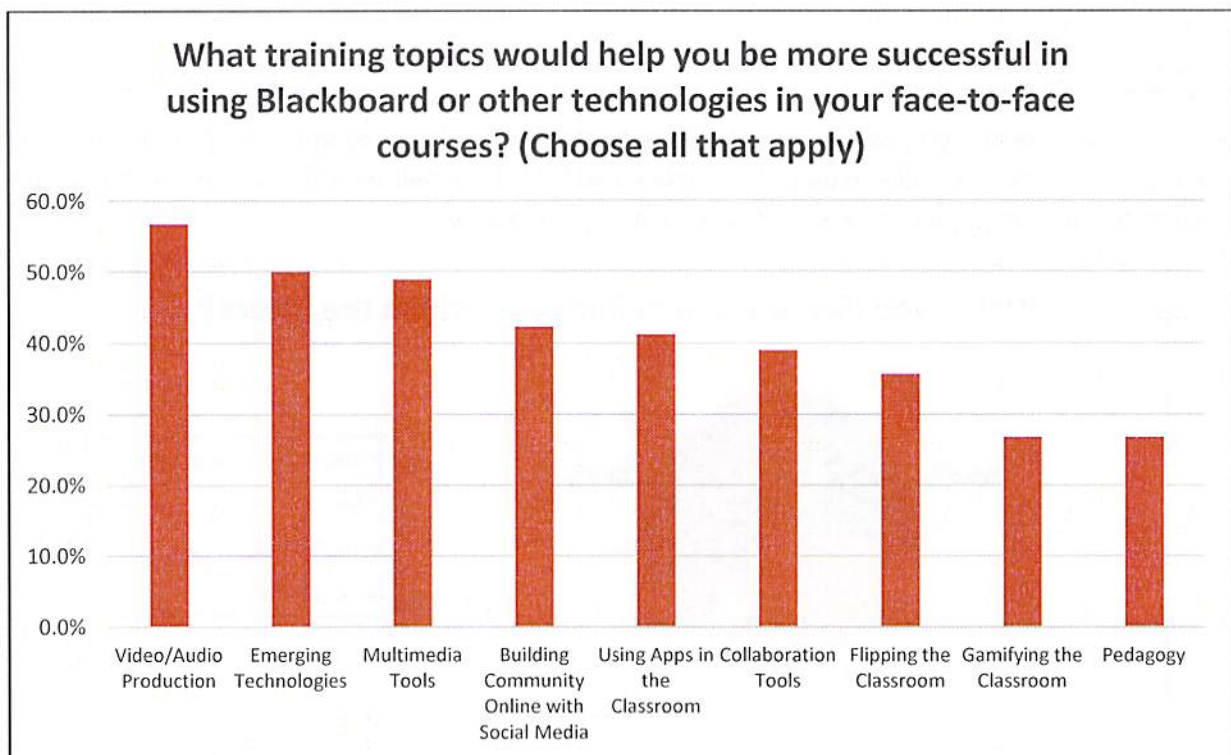


Faculty provided 49 responses when asked the open-ended question “*what would help you prepare to teach a fully online course?*” Of these responses, 12 responses (24.5%) made mention of more training on the basics of setting up an online course. 9 responses (18.4%) stated that more in-depth training on the basic/advanced features of Blackboard would be helpful. Sample responses can be found in **Appendix B (Pg. 13)**.

Additional training in the use of Blackboard seems appropriate. Of the 104 respondents, 80.8% of answered "Yes" to the question "Do you use Blackboard in your face-to-face courses?"



The following figure displays that, among the various training topics needed for the successful use of Blackboard, video/audio production (56.7%), emerging technologies (50.0%), and multimedia tools (48.9%) were the top-3 chosen topics for face-to-face courses.



As it was mentioned earlier, 19.2% of faculty do not use Blackboard in their face-to-face courses. For faculty that do not use Blackboard, the following question was posed: "If you do not use Blackboard at all, what obstacles do you face at this time?" There were 21 open-ended responses. Of the responses, 10 responses (47.6%) did not have any obstacles that they currently encounter; 3 responses (14.3%) mentioned the excessive amount of time needed to learn how to use Blackboard; and 2 responses

(9.5%) made a mention of how Blackboard is not fully functioning at certain times. Other sample responses may be found in **Appendix C (Pg. 14)**.

Faculty were asked if other forms of technology were used in their courses (online, hybrid, or face-to-face) such as Facebook, Twitter, “clickers”, smartphones, etc. Of the 67 respondents, 36 respondents (53.7%) said they do use other forms of technology. The most often used alternative form of technology seems to be smartphones (12 responses; 33.3%); 6 responses (16.7%) made mention of internet searches during class instruction; and 6 responses made mention of other social media applications such as “Inspiration”, “Remind 101”, “Movenote”, “Google Classroom”, “PollEverywhere”, “Diigo”, “e-portfolios”, “Cache”, “DropBox”, etc. Sample responses may be found in **Appendix D (Pg. 15)**.

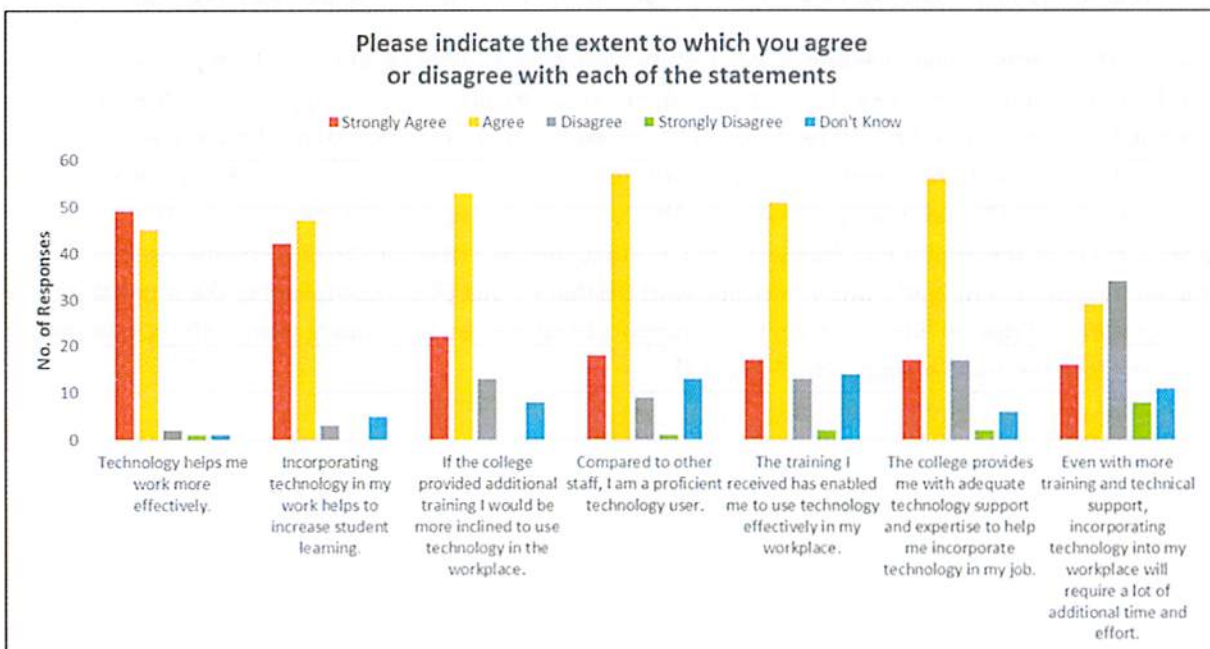
Of the 67 respondents, 34 respondents (50.7%) said they do not use other forms of technology. The top-2 reasons for not making use of other software technology was due to a lack of interest (8 responses; 23.5%) or lack of knowledge on how to use other technology or the benefits associated with the use of the technology (7 responses; 20.6%). Sample responses may be found in **Appendix E (Pg. 16)**.

Finally, with regards to distance education, faculty were asked “*what would most help you be a more effective online instructor?*” to get a gauge of how faculty’s abilities may be improved. Of the 48 responses that were collected, 10 responses (20.8%) centered on the formation of an online community/collaboration among current (and former) online instructors; 7 responses welcomed the opportunity for additional training either with the current Learning Management System (i.e., Blackboard) or in the addition of features such as audio and/or visual aids to their online content. The remaining responses ranged from Americans with Disabilities Act (ADA) compliance, the opportunity to teach online, and tips on how to retain their students in online courses among many others. Sample responses may be found in **Appendix F (Pg. 17)**.

Presence of Technology in the Workplace

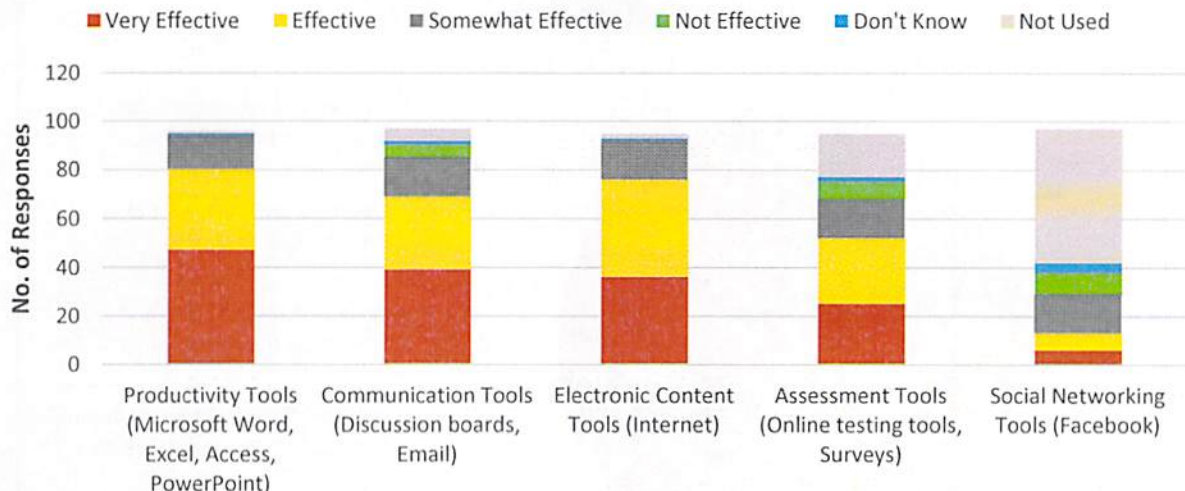
Respondents understand the benefits of technology; almost all (95.9%) agree (or strongly agree) to effectively using technology to advance their day-to-day work. Faculty appreciate the fact that incorporating technology into their work helps increase student learning with 91.8% strongly agreeing (or agreeing) with that benefit.

Interestingly, there are nearly equal rates of agreement among respondents when it comes to the statement *"Even with more training and technical support, incorporating technology into my workplace will require a lot of additional time and effort"*. Nearly half (45.9%) of the respondents agree (or strongly agree) with the previous statement while 42.9% of the respondents disagree (or strongly disagree) with the statement. The remaining 11.2% don't know whether to agree or disagree on whether additional training will require a lot of additional time and effort with regards to incorporating the technology into the workplace.



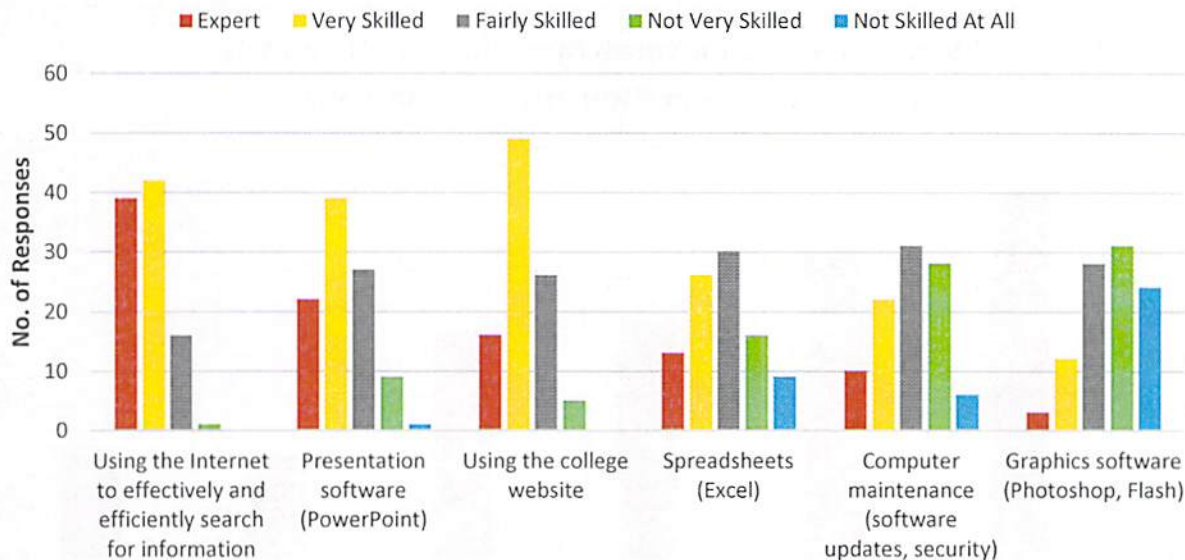
Currently, many feel that certain technologies are *"Effective"* or *"Very Effective"* in enhancing productivity. Some of those effective/very effective technologies include the use of productivity tools (83.3%) such as Microsoft Word, Excel and Access; the use of electronic content tools (80.0%) such as the Internet and PowerPoint; and the use of communication tools (71.1%) such as discussion boards/email. Receiving low rates of effective/very effective were assessment tools (54.7%) such as online testing tools/online surveys and social network tools (13.4%) such as Facebook.

Of the technologies you have used, how effective have the following technologies/tools been in improving teaching and learning?

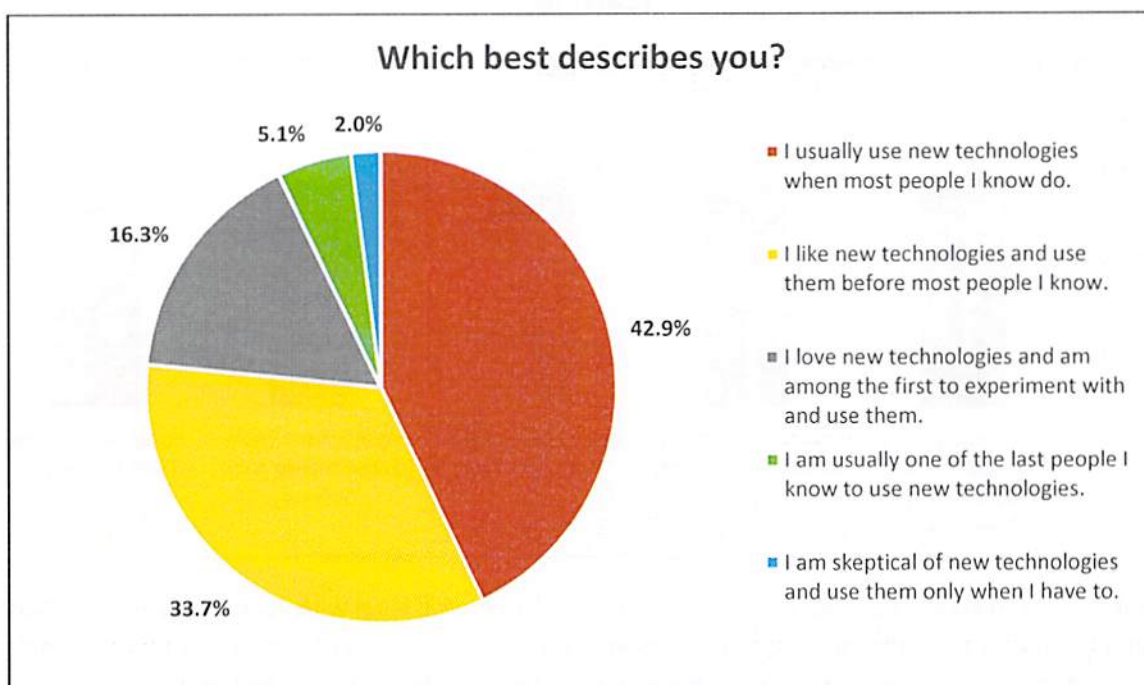


As a follow-up question, respondents were asked to rate their skill level with such items as using COD's website; the use of MS Office products (e.g., Excel, PowerPoint); the use of the Internet for searching purposes; and computer maintenance. Skill expertise is lacking when it comes to the use of spreadsheets, computer maintenance, and graphics software:

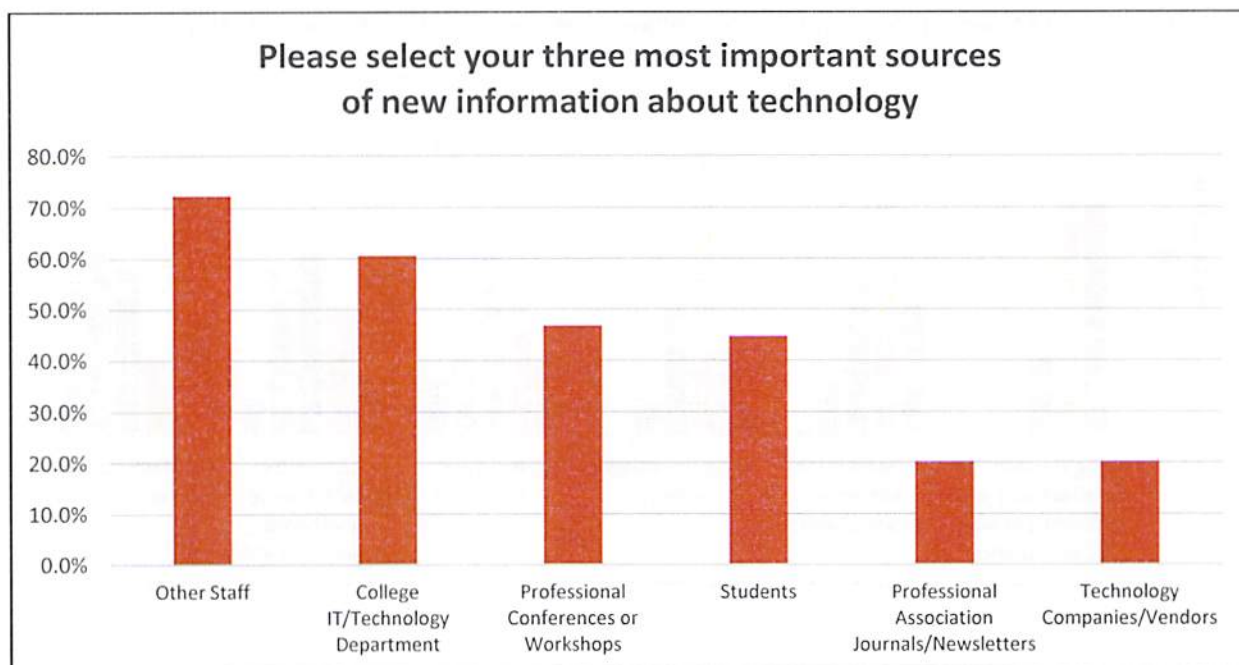
What is your skill level for the following?



It should be noted, however, that over one-third (33.7%) of respondents view themselves as early adopters, and close to half (42.9%) of the respondents become acquainted with such technologies when everyone else does:

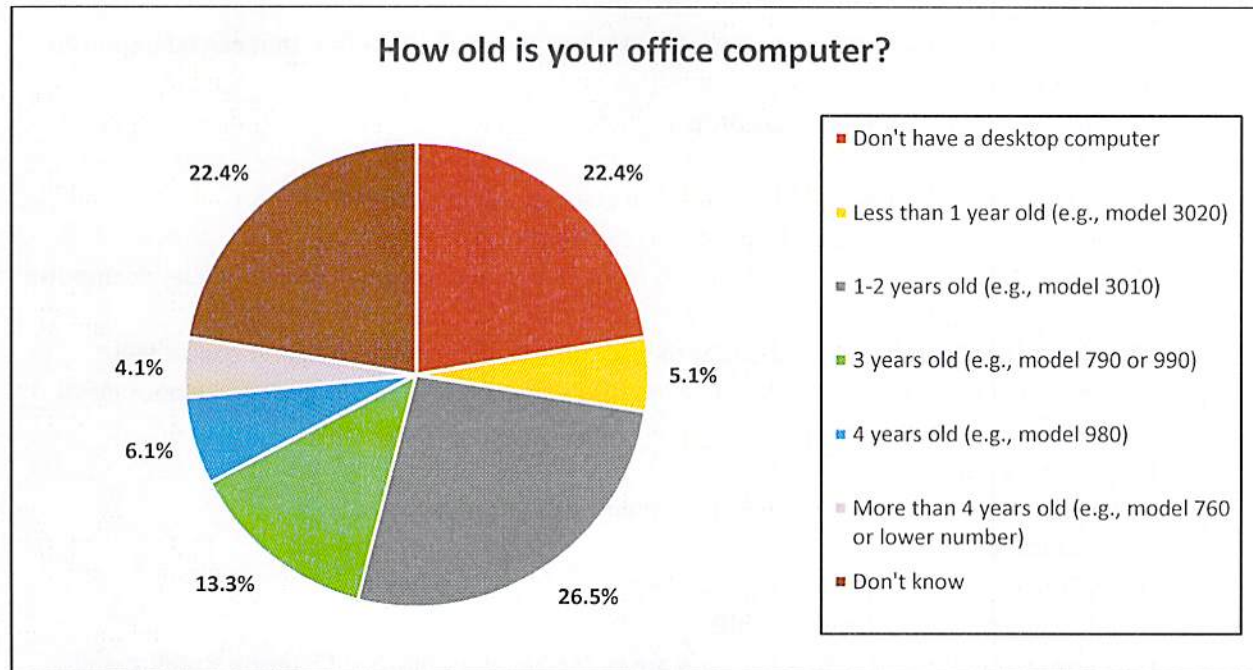


When asked to select the three most important sources of new information about technology, the most important was "Other Staff" (72.3%), followed by "College IT/Technology Department" (60.6%), and "Professional Conferences or Workshops" (46.8%).

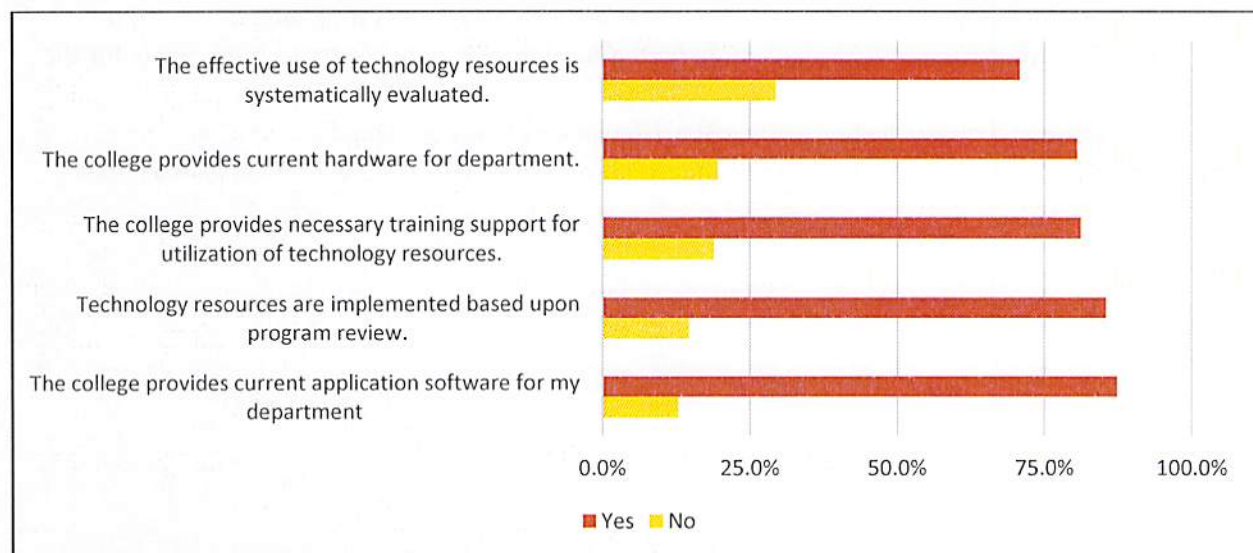


Accreditation

Office computers are kept current with 44.9% of the respondents noting that their computers are 3 years old or more current. An equal percentage (22.4%) of respondents either do not have a desktop computer or do not know the age of their office computer.



Respondents agree (87.2%) that the COD IT department makes sure current hardware/application software is available, as well as with the statement that technology resources are implemented upon program review (85.4%):



Appendix A.

Question #5: *What tools do you think would allow you to retain more students in your online courses?*

- More graphics and access to internet resources.
- Better tools for students before they enroll in online and better help options and support for online students.
- Adapting more textbooks that integrate Blackboard or Canvas materials that can be imported easily into course shells.
- Hard to say, I'm not sure why they drop...
- Unsure
- Students workshops utilizing online tools (for classes)
- Help instructors prepare video lectures. It is extremely time consuming
- Student orientation to online teaching - so many of my students don't have adequate computer skills...
- ...One reason that students drop is that they assume that an online or hybrid course will somehow be easier or watered down, when they can indeed be more challenging because of the self-discipline needed...
- Properly functioning LMS
- Having students that understand what an online class involves
- Communication tools
- A fully functional LMS
- How to better engage online students
- Learning how to motivate students using social media, apps, badges; fostering students self-management with organizational and collaborative tools...
- Clarity and structure
- Advanced discussion boards captions
- Switching away from Blackboard
- Orientation before class begins so students know what they are getting into...
- More assistance in the first two weeks; perhaps a short video on the basic of logging in for the first time
- Voicethread, poll everywhere, office 365, Google meet up, social media...
- Some sort of pre-course assignment that requires them to navigate BB, and upload a paper

.Appendix B.

Question #8: *What would help you prepare to teach a fully online course?*

- Currently taking course on online teaching with Kim Dozier
- To be trained on how to do it
- More training on the features of Blackboard versus just using Blackboard for brick and mortar courses. In other words: What are the major differences?
- Blackboard up and running consistently. I use Cache and Drop box now because of this issue.
- Pay for the week before the class starts, when our courses are supposed to be up and running, and we are trying to make sure students see the videos etc about online learning...
- Textbook links
- the ability to record audio messages and send to students (in Blackboard or LMS)
- How to set up an online class most efficiently, downloading files, testing etc.
- Having the opportunity to do so.
- Better software that is properly updated by IT.
- I would like to better understand what the fundamental "rules" or requirements of online teaching are. What exactly should instructors provide? How should exams be administered?...
- More time with other professors to compare strategies and exchange ideas.
- Probably examples of other courses online and more in depth "tricks" in setting up Blackboard
- A training program that discusses the details of formatting the course and obtaining feedback through discussion or written reports
- video component/powerpoint
- I would love a best practices-type conference offered here at COD with online instructors as presenters
- More instruction on the functions available on Blackboard as well as how to use Powerpoint with video and audio inserts.
- Learning all of the advances tools in BB
- Additional Blackboard training (esp. Discussion)
- Easy set up for video lectures, press record and "go" then up-load the lecture for online courses.
- Colleague mentoring, interactive workshops
- Learning ADA video options and more understanding of testing center.
- Having access to technology that would close caption my videos in a fast and efficient manner.
- More interactivity.
- To be paid for all the time it takes

Appendix C.

Question #11: *If you do not use Blackboard at all, what obstacles do you face at this time?*

- No need to use it yet
- n/a
- Blackboard working
- Students are not as familiar with the use of computers & software
- TIME to learn how to use it and other tools.
- Where are things located? Takes too long to figure things out on Blackboard.
- I simply do not find it necessary, and the frequent messages I receive about problems with Blackboard and Blackboard being down make me incredibly reluctant to even consider using it.
- I would like to develop my existing face to face classes so that they will be ready to be delivered for online offerings.
- I use BB for all of the courses I teach and have been using it regularly since 2004
- It is too time consuming and students do not like it.
- None, I use MyMathLab which is very similar to BB but is associated with our texts.
- I understand we are moving to a new program called Canvas. I will wait and learn the new system.

.Appendix D.

Question #12: *Do you use other forms of technology in your courses (online, hybrid, or face-to-face)? (For example, Facebook or Twitter, "clickers", smartphones, etc.)*

YES Responses:

- yes, I show clips from facebook
- Use smartphones to access information in classrooms without computers.
- yes diigo e portfolios twitter cache google.docs drop box pinterest
- I have used Twitter, but it's not as effective of a tool at COD as it has been at other colleges.
- youtube, websites, searches
- Web searches & Excel
- Inspiration, EbscoHost, email, virtual hall, and more
- just my laptop and iTunes
- Students occasionally conduct research online
- Internet
- Yes, Facebook group pages for my classes, Remind, smart phones and tablets. We use them for communication, collaboration, I've allowed the students to create Google hang-outs and to use Google Docs, but I've also used the Blackboard collaboration and groups for assignments.
- Inspiration is a great tool for brainstorming and pre-writing activities.
- I use an app Remind 101 to communicate with students. I use polleverywhere.com for a lecture on surveys.
- turning point clickers in class
- Smartphones: poll everywhere app, video making apps, photo submission from phone camera
- yes-movenote-google classroom
- publisher software like MyItLab, SAM, MindTap

Appendix E.

Question #12: *Do you use other forms of technology in your courses (online, hybrid, or face-to-face)? (For example, Facebook or Twitter, "clickers", smartphones, etc.)*

NO Responses:

- not necessary. class is hybrid and fairly small.
- Flex training is right before semester starts so don't have time to think about and plan implementation
- Class is not designed like that
- Prefer to work within a single platform, like Blackboard
- don't want students to feel the need to master more than BB
- Not interested in such "tools"
- dont know how to use them
- course work doesn't require it
- I am not versed in twitter and facebook - never thought of using them
- Do not understand the need for "social media."
- Facebook and Twitter are personal accounts
- I would like to learn how to use these things.
- No, I try to avoid extra costs for students. Some of them don't even buy textbooks because of the cost, so asking them to acquire additional technology seems fruitless. As much as I would love to try clickers in the classroom, I would imagine there could be many logistical problems that could arise.
- not determined how
- Not familiar with twitter, facebookIts something that I have not had an interest in for my personal life
- Tried it, didn't work very well.
- I limit the use of phone apps because it's too easy for students to switch from class assignments to texting friends, etc.
- I need to understand how these technologies have been proven to improve student performance. Is there some research that demonstrates that these technologies help low-performing students to master the material better (I worry less about our high-performing students because they could probably learn from a chimp - LOL)? Is there some motivation for using these technologies other than they are cool?
- see them as a distraction; opportunity for students to get off task with other online sites
- would like more training on utilizing other tools, seeing how it is being done in other classes
- No. I would need a better understanding of interfacing these tools with BB
- Can't see where they would improve student outcomes, or do other than allow them to be distracted
- I think it's cheesy and I don't want the students to get the idea that I'm there to entertain them.
- would like to use smartphones, but not all students have one
- Using social media like Facebook or Twitter implicitly tells students that they can multitask in the course, which divides their attention and in my experience makes them do worse in the course.

Appendix F.

Question #13: *What would most help you be a more effective online instructor?*

- Don't need to be at this time. Class is face to face, independent study.
- Experience, and knowledge on blackboard and other technical things I am not good at
- Better integration of textbook content with online course shells...
- More trainings.
- Reliability the opportunity to use emerging technology
- A community of online instructors. If not at COD then elsewhere in the system, by discipline? Every department must have its nerd like me!
- Learning how to make videos of Power Point presentations with audio.
- Given the opportunity and training for it.
- See what other online instructors are doing. Learn from others.
- Again-beginner classes. I have found it overwhelming when I am in flex activities and people who have been teaching online take over and assume we know everything. As an adjunct instructor I don't know the language of education - you throw out terms that I have not been exposed to. You forget many of us know our profession and are effective teachers but don't know education policies, research and lingo.
- Visual online face-to-face activities
- Properly functioning LMS
- I don't know what courses are available online in my field
- As I said, I would love a best practices conference in which online instructors share their "real world" experience with one another here at COD.
- Tips to prevent students from dropping
- More ADA compliance assistance
- Ways to help motivate students to stay motivated and to overcome procrastination habits...
- Additional training on online communication (how to better communicate non-verbally)
- My discipline would need to actually have online courses.
- The math department doesn't have online classes
- Best practices and feedback from other online instructors. I like what the current DE subcommittee is doing now with shell reviews.
- Get my colleagues to let us go back to offering online classes. We don't anymore. :(
- Advanced blackboard Discussion board integrating videos and you-tube captions
- Not being totally text based. I need a way to incorporate long videos of myself (30 minutes to an hour) that doesn't involve spending 80 hours a week captioning those videos.
- Institutional requirements like mandatory orientation for first-time online students